

ROYAUME DU MAROC
المملكة المغربية

Ministère de l'Enseignement Supérieur,
de la Formation des Cadres et de la Recherche Scientifique

Présidence du Concours National Commun 2015
École Nationale Supérieure d'Électricité et de Mécanique



CONCOURS NATIONAL COMMUN

d'Admission dans les Établissements de Formation
d'Ingénieurs et Établissements Assimilés
Édition 2015

Filières : **MP/PSI/TSI/BCPST**

Épreuve d'Anglais

Durée **2** heures

Notes à lire par le candidat

- *Le candidat doit obligatoirement utiliser la feuille-réponse, (ANSWER-SHEET), pour ses réponses.*
- *Chaque candidat n'a droit qu'à une seule « ANSWER-SHEET ». Aucune feuille à carreaux, commune aux autres épreuves, ne sera acceptée.*
- *Le candidat doit écrire son nom de famille, prénom(s), centre et numéro d'examen dans la partie réservée à ceci en haut de la 1ère page de la feuille-réponse, avant de commencer à rédiger, pour valider sa feuille de composition.*
- *L'usage de toutes machines (calculatrice, traductrice, etc.) ou dictionnaire est strictement interdit.*
- *Si un candidat est amené à repérer ce qui peut lui sembler être une erreur d'énoncé, il le signalera sur sa copie et devra poursuivre sa composition en expliquant les raisons des initiatives qu'il a été amené à prendre.*
- ***Le non-respect des limites indiquées sur la feuille Answer sheet sera sanctionné.***
- *CETTE EPREUVE COMPORTE DEUX FEUILLES A3 : UNE FEUILLE (**ENGLISH EXAM PAPER**) AINSI QU'UNE FEUILLE-REPONSE (**ANSWER SHEET**).*

My point of view

I don't want this to sound like the start of a "in my day" rage, but *when* I was young local community work was almost expected – *it was intrinsic within society.*

There are a number of theories for its decline – the lack of permanent communities in commuter towns (in 2013 research showed that 70% of people did not even know their neighbours' full names and just over a third wouldn't recognise them), the lack of town halls and community centres, the rise of social media, the economy, even that young people are under so much pressure to succeed at an early age they have no spare time.

However, in spite of its decline, the idea of traditional community spirit has not been abandoned altogether. Social action, community work's fresher face fell out of the Conservatives' Big Society concept. Three years later the government's Centre for Social Action, which supports programmes that encourage young people to get involved in their communities, formed. And *Step Up To Serve's #iwill initiative* aims to get more than 1 million young people engaged in social action for the first time.

But will all of this reignite the fire? I don't think so. For me, education is key to the sustainability of social action, making sure that it is embedded and not the just habit of one individual. It makes sense to begin social action philosophies within local schools. This is something CVQO have had particular success with on our Department for Education-funded Schools Partnership Project.

We incorporate aspects of social action in our work with schools nationwide. This could take the form of conservation projects, fundraising events, litter picking, learning life-saving skills or assisting local fire or ambulance services. Follow-up with those schools and students shows an 85% improvement in behaviour, attendance and classroom interaction. Additionally, 52% have since joined a youth organisation – real signs of change and social action longevity.

The key is to show young people the importance and value of operating as part of a team to give something back to the community in which they live. Quite often we find this causes them to look at their surroundings in a new light, with a better understanding for how it fits together, simultaneously

Upon returning from a group trip to a local care home to spend time with the residents, one student said that it changed the way they look at their community. And after the trip, three of the group returned to the care home in their own time and continue to do so.

However, to make a lasting difference, these charitable acts must be rewarded with recognised qualifications that reflect what the students have learned. This provides motivation to succeed and also puts in place a framework for future academic achievement – whether this is through the traditional GCSE, A-level, university, vocational study or something completely different.

Making sure everyone has access to these qualifications is also crucial to success. This leads to long-term benefits for both parties – the young person gains a new, transferable skill-set, while the community benefits from a template that encourages lasting change.

Much as I promised this wouldn't turn into a "good old days" rant, what I believe is needed to restore our local communities to their former glory is just an injection of that spirit. Every young person should be encouraged to enhance their prospects, while making a positive social impact. The responsibility of embedding that spirit and making it a habit rests with us all.

http://www.theguardian.com/voluntary-sector-network

In your own words, answer the following questions. Do not exceed the space given on the answer-sheet.

SECTION ONE: Reading Comprehension

Task One: Summary

In about 75 words (+/-10), summarize the whole reading passage.

Task Two: Commentary

In your own words, comment on the author's standpoint.

The author says: "*it was intrinsic within society.*" (1.2)

SECTION TWO: Writing

Task One: Translation

A- Thème: Translate these sentences ***into English.***

1. C'est comme une révolution silencieuse : depuis le début des années 90, des dizaines de millions d'habitants des pays industrialisés commencent peu à peu à vivre différemment, à changer de valeurs.

2. London est l'une des rares capitales européennes à connaître une croissance qui dépasse celle des autres grandes villes.

3. Il aurait été impossible au PDG d'éviter les trois journalistes.

B- Version: *Traduire les phrases suivantes en* ***Français***.

1. It appears globalizing information is something western societies favour, but people at the other end of the planet may not be interested in the same topics.
2. However the spread of information may be, this does not improve information among people.
3. Today, global citizens are constantly hungry for news in order to understand the world around them.

Task Two: Essay Writing

Write a ***four-paragraph persuasive essay***

Write a structured essay on the following topic, ***either*** *support* ***or*** *oppose the statement.*

Take only ***one*** *position.*

Should adults blame youth for their social misconduct?

*** *** *** **End of the Exam Paper** *** *** ***